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ABSTRACT

This booklet, which gives information on practical aspects of managing an infant nursery is based on four years' experience in operating the infant and toddler day care center of the Family Developmental Center, San Francisco. Part 1 deals with communication in the nursery. The importance of good communication between staff members and between staff and parents is stressed, and record-keeping procedures for sharing information are outlined. Sample forms are given, including checklists for parent volunteers and daily records concerning individual infants. Part 2 deals with the nursery inventory, including the approximate cost of each item recommended. Part 3 deals briefly with the infant curriculum.

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SOME PRACTICAL ASPECTS OF OPERATING AN INFANT AND TODDLER CENTER

Developed by
Trudy Latzko

FAMILY DEVELOPMENTAL CENTER OF THE FAMILY SERVICE AGENCY OF SAN FRANCISCO

PS 008322

SOME PRACTICAL ASPECTS OF OPERATING AN INFANT AND TODDLER CENTER

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INTRODUCTION

The practical aspects of running an infant nursery hold a great deal of interest for those who are either starting an infant program or seeking help in improving their operation. Information sought most often includes our method of record keeping and the forms we have used; the types and cost of equipment we have found to be most useful; the ways we have handled medical problems; the selection and training of caregivers and the programs we have developed for parents and infants.

In response to numerous requests for this type of information, we have prepared several publications which include a medical manual for use with young children, Helping Baby Before You See A Doctor; curriculum materials for use with school-age parent groups entitled, Growing With Your Baby; and A Facilitator's Manual for use with Growing With Your Baby.

In Some Practical Aspects of Operating an Infant and Toddler Center, we have covered three areas: communication through record keeping, types and costs of nursery equipment and supplies and design of an infant curriculum. The last is covered only briefly; we hope to expand on the ideas presented here in a future publication.

The material in these publications is based on our four years of experience in operating an infant and toddler day care center in San Francisco. The Family Developmental Center serves a maximal capacity of 28 babies two weeks to two and one-half years of age, and their families. Each teacher cares for the same four babies each day so that a close relationship is established between baby and caregiver. The developmental program for the children is structured in such a way as to provide guidance for the parents as well as the teachers. Parents participate in the program five hours a week, one hour of which is spent in a group meeting.

Good communication between staff members and between staff and parents is crucial to a smooth running operation in which there is cooperation and, as a consequence, a good environment for the children. For this reason, we have outlined the part of our program which deals with daily exchange and flow of information, a process which is often taken for granted or neglected. A point that should not be overlooked is that one cannot rely on written communication alone: it is equally, if not more important for staff to develop good verbal communication skills. This can be part of a center's in-service training program and should be given attention as an ongoing concern.

PART ONE: COMMUNICATION IN THE NURSERY

Introduction

Accurate records are important not only for the purpose of data collection, but also as an efficient method of communicating certain information. In our Center each teacher is provided with a clip board marked with his name which contains three forms: the Daily Record, a Stimulation Program and a Stimulation Record. Copies of these records follow as well as a number of other nursery forms with descriptions and examples of the ways that they are used.

The Daily Record

Every day the teacher records pertinent information about his four children on one page called "The Daily Record." This includes how the children ate, times they slept, bowel movements, illness, general mood and activities. There is also space for information that the parent wishes to communicate to the teacher. Our parents and teachers prefer to communicate verbally but there are times when this is not possible. Because the child may be at the Center for more than eight hours, the parent may not see the teacher either in the early morning or late afternoon, depending on the teacher's working hours. Any substitute teacher's name is also listed on this record. This enables the parent to know who has been responsible for the care of her child on any day. The regular teacher can review comments made by the substitute when she returns to work.

THE DAILY RECORD

Date 6/9/75

Baby's Name	Aaron	Robert	Tamica	Jessica
Sleep a.m.		10:15 - 12:00		8:40 - 9:30
Sleep p.m.	1:20 - 3:30	2:35 - 4:10		11:40 - 1:45
Milk or Formula	8 oz 9:00 8 oz 1:00	7 oz - 9:30 7½ oz - 2:00		3 oz - 8:30 5 oz - 11:20 6 oz - 2:30
Other Liquids	apple juice 3:00			
Solid Food	ate lunch fairly well	ate everything loved snack		cereal and fruit @ 10:00 meat veg. @ 2:30
Bowel Movements	none	1 good		2 good
Illness		slight cold		rash on face
Mother's Comments Time Baby Awoke at Home Food Baby Ate at Home				
Today's Mood	very happy	a little cranky		good
Activities	water play bathtub beans color sorting	bouncy bat dance riding		singing outdoors patterns on side of crib

Infant Stimulation Programs

The goal of individualized programming is to provide the conditions which promote optimum cognitive, physical, emotional and behavioral development. The program director assesses each child's functioning in different areas of development periodically through the use of the Bayley Scales of Infant Development. She has bi-weekly meetings with each teacher to discuss the four children under her care. During these meetings the teacher demonstrates her methods of implementing the program by working with the children. In this way, the program director can give feedback to the teacher regarding her teaching techniques. Using the test results, feedback from the teacher and her own observations and interactions with the teachers and children, the program director writes the stimulation program and keeps it updated at bi-weekly intervals.

It is important to realize that it is the teacher who cares for the child all day and who provides the opportunities which will facilitate the child's motivation. Every child responds to a situation in his unique way. It is up to the teachers, keeping the anticipated developmental goal in mind, to help structure the situation so that the child is interested in and enjoys learning activities. To strenghten leg muscles, the teacher may encourage the use of a large sliding board, start a ball kicking game, provide a small tricycle or take the child on a neighborhood walk. Any or all of these activities foster leg muscle development. The activity chosen would depend on the individual child's reaction. The environment also plays an important role in surrounding the child with opportunity for self-initiated exploration and learning.

Teacher Francis	Date 5/28/75	STIMULATION PROGRAM
Child		
Tameca 5 mos.	1. Mirror play - what does she do? 2. Toys at table level - does she pick them up, can she concentrate on tiny objects (Cheerios, Raisins?) 3. What sounds does she make? 4. 5 months exercises 5. Toys with movable parts - wheels, the triple ring, etc.	
Jessica 3 mos.	1. Music - radio music, singing, record 2. Rub different textures into hands (sensory box) 3. 3 months exercises 4. Lots of talking - try to get a "conversation going" 5. Cradle gym, mobiles, patterns and reaching	
Aaron 26 mos.	1. Self help skills - dressing, potty, spoon 2. Large muscle exercises - mainly for building confidence - slide, balance beams, walk on room divider 3. Classification - colors, forms, lottos 4. Language - books, opposites, game of "what do we put on our feet", etc. Objects by use	
Robert 8 mos.	1. Concentrate on exercises done on his stomach 2. Object constancy - try hiding a toy under a diaper, if he doesn't look for it, try partially hiding it 3. Pat-a-cake, other games, bye, bye 4. Water play	

Stimulation Record

The stimulation record gives the teacher, parent and program director feedback about what was done by baby and teacher with reference to the stimulation program. It provides structure which emphasizes the importance of these activities and pinpoints the levels of development of each baby in various areas by having the teacher answer specific questions posed in the programs. For example, the stimulation program may ask "How does the baby pick up the cheerios you offered him on the feeding table." The teacher then might record "he uses his whole hand" or "thumb and forefinger". After teachers become familiar with common questions asked in the program, a kind of shorthand develops between the teachers and the individual who plans the program. When "pat-a-cake" appears in the program, the teacher might record "likes to see and hear 'pat-a-cake' but does nothing" or "does 'pat-a-cake' when he sees you do it" or "does 'pat-a-cake' by himself". The teacher also records activities which she has carried out with the baby but which are not specifically suggested in the stimulation program. The baby's response is noted on the record.

Teacher: Francis

STIMULATION RECORD

Child: Date:	MONDAY 6/9/75	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TAMECA 6 MOS.	ABSENT	1 SMILES AT MIRROR 2 WILL NOT PICK CHEERIOS - PICKS UP TOY 3 SAYING MANY SOUNDS	1 ENJOYS MIRROR 2 5MO EXERCISE 3. TOYS ON TABLE 4. DOESN'T MANIPULATE MUCH	1. MANY SOUNDS 2. TOYS WITH MOVABLE PARTS 3. JOLLY JUMPER 4. ON RUG WITH OTHER BABIES	1. HAS COLD & SLIGHT FEVER HELD A LOT 2 SINGING 3. MASSAGE WITH LOTION
JESSICA 3 MOS.	1. MUSIC BOX IN CRIB 2. REACHES FOR CRADLE GYM 3. PATTERNS ON SIDE OF BED 4 TALKING	1 TALKING - MAKES VERY FEW SOUNDS 2. LIGHT MASSAGE 3. GIVEN TOYS NEAR HANDS 4 SINGING	1. ROCKING 2. IN INFANT SEAT WHEN ALERT 3 3MO EXERCISES 4 TEXTURES IN HANDS	ABSENT	1. TALKING & SINGING 2 SPONGE, SUEDE & SHAVING CREAM IN HANDS 3. NEIGHBORHOOD WALK
AARON 2 YRS	1. POTTY CHAIR 2 EATING WITH SPOON 3. BASKET BALL 4. COLORS KNOWS NAMES, BUT CAN'T SEPARATE	1. LOTTO - DOES SOME ANIMALS 2. DOING BETTER WITH SPOON 3. BALANCE BEAM 4. OPPOSITES IN/OUT UP/DOWN	1. LARGE SLIDE 2. POURS SAND ONE CONTAINER TO ANOTHER 3. LOTTO 4. BOOKS - LONG ATTENTION	ABSENT	ABSENT
ROBERT 8 MOS.	1. 8MO. EXERCISES ESPECIALLY ON STOMACH 2. MIRROR PLAY 3. WON'T DO PAT A CAKE IMITATES WAVING	1. PAT A CAKE 2. KEPT 2 FOODS IN HANDS - 10 SECS 3. FOOT MASSAGE 4 SWING	1 IMITATION TAMBOURINE 2. PICKING UP BEANS 3. EXERCISES 4. PAT A CAKE	1. WATER PLAY BATH - SOAPSUDS 2. ALMOST CRAWLING 3 BUSY BOX 4. DUMPING/FILLING	ABSENT

Parents' Jobs

Parents are assigned specific duties in addition to the primary responsibility of caring for their own baby, helping care for other children when needed and communicating with staff in their different roles. "Jobs" are posted weekly on the bulletin board at the entrance of the nursery and parents check off the appropriate spaces. It has been found useful to change assignments every 2-3 weeks.

Parents' Blackboard

Mothers participating in the Family Developmental Center program at one time requested that a small blackboard be installed in the nursery so that they could communicate specific instructions which could be read and seen by all the teachers. Usually these comments relate to a temporary dietary regime or a particular way that they would like their baby's diaper changing handled. Mothers have been requested to date and change these instructions daily so that they are always operable.

PARENT JOBS

We have a high census of babies and it's very hard to take the best care of your babies unless we get your help. Please do these specific jobs everyday. These jobs will be rotated on a weekly basis.

1. Supplying sheets and blankets to sleeping room cabinet. _____
2. Diapers supplied to changing tables. _____
3. Washing off feeding tables, including chairs and footrests with Hexol. _____
4. Wash bibs after lunch, hang outside on door if sunny or on radiator if cold or rainy. _____
5. Empty diaper pails in the evening, 5:00. _____
6. Clean kitchen (put baby food in refrigerator, Monday through Thursday, on Friday give away to any parents who want it or throw it out. Wipe off counters around sink area. Empty thrash on Fridays.) _____
7. Clean lounge (empty ashtrays, wipe off tables and outside of refrigerator, on Fridays clean out refrigerator, put smocks in pamper closet.) _____
8. Clean activity room. _____
9. Bring in toys from outside, after 3:00. _____
10. Take sheets off beds in sleeping room, nursery and the small meeting room (put them in a plastic bag, then put it in the closet with the dirty diapers.)
11. Wash bibs after 3:00 snack, see #4. _____
12. Sweep floor around eating area after lunch. _____
13. Stimulation--reading, see head teacher. _____
14. Stimulation--puzzles, form box, etc., see head teacher. _____
15. Clean infant seats with Hexol. _____
16. Wash red, brown and black bean bags with Hexol. _____
17. Wash bottles. _____
18. Clean potty chairs. _____
19. Vacuum rug. _____

Mothers' Sign In/Sign Out Sheet

Depending upon the population of parents served and whether or not a center is a cooperative one in which parents are required to contribute time, a record of parent participation may be needed.

If parents can be relied upon to accurately record the time spent in the nursery, it may be only necessary to post a sign in/sign out sheet. However, we have found it to be more efficient to have one person, either a teacher or the secretary, responsible for recording this information. Parents report in and out to the same person each day.

MOTHERS' SIGN IN/SIGN OUT SHEET

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT
	IN	IN	IN	IN	IN
	OUT	OUT	OUT	OUT	OUT

Emergency Supplies

Supplies relating to minor illnesses or mishaps are kept in a central location in the nursery, out of the reach of children. These include band aids, baby aspirin, thermometers and our medical manual. Emergency telephone numbers are posted inside the door of this "medicine cabinet".

Emergency Numbers

Poison Control Center	431-2800
King Ambulance Service	931-1400
Dr. Agorio (Medical Consultant)	285-0975
Visiting Nurse Association	861-8705

Daily Medications

Most infant day care centers do not accept sick babies or take the responsibility for administering medications. However, if a nurse is part of the staff, a definite policy can be formulated as to which sick children can be cared for safely in a group setting. Experience shows that babies are most often on medication because of an upper respiratory or ear infection. They need not be isolated and can continue to engage in their usual activities without disruption.

The responsibility for recording the medication to be given should rest with the parent. This reduces the possibility of a misunderstanding and emphasizes the importance of correct doses and times to be given. A daily sheet is posted on the medicine cabinet on which the parent records the baby's name, medication and dose, the time she last gave the medicine and the time she would like the nurse to give the medicine. If the nurse feels that changes should be made in these instructions (e.g. giving a medicine four hours apart instead of the requested two hours apart) this can be discussed as soon as the nurse and parent see each other. After the nurse gives the medicine, she records it on this sheet so that the parent can always see the exact time it was given. This is important in cases where medication administration was delayed because of the child's sleep pattern that day.

DAILY MEDICATIONS

Date:

Name of Child	Name Of Medication And Amount	Time Last Given By Parent	Time To Be Given Next
Robert	dimetapp IT.	8:10	12:10 ✓HX
Jessica	Aspt Cream on face	7:30	12:00 ✓HX
Antoine	Ampicillin IT	6:30	10:30 ✓HX

Authorization for Pick-up

In most day care centers, it is generally the mother or father of the child who picks him up in the afternoon. Provision must be made, however, for the times when persons other than the child's parents take him home. As part of our admission procedure, mothers sign an authorization form on which she lists any and all persons to whom she gives permission for the Center to release the baby. This form includes the telephone numbers of these people and where they can be reached during the day and early evening.

The telephone numbers where the parent can be reached during the day in case of emergency should also be listed. A visible file containing a card for each baby can be kept in the nursery accessible to the teacher who is in charge in the afternoon at the time children are picked up.

FAMILY DEVELOPMENTAL CENTER

Name _____ Date _____

I hereby authorize the following person(s) to take my child from the Family Developmental Center in my absence or under emergency situations:

NAME	RELATIONSHIP	ADDRESS	TELEPHONE	HOURS MAY BE CONTACTED
1.				
2.				
3.				

SIGNED _____

_____

Weekly Menus

Every Monday the cook posts the weekly menu on the door of the kitchen, plainly visible anyone who is in the nursery.

Sample Menu for One Week

Breakfast & Morning Snack

Monday
Breakfast
French Toast
Orange Slices
Milk
Morning Snack
Avacado Dip with
Wheat Thins

Tuesday
Breakfast
Scrambled Eggs
Sausages
Raisin Toast
Fresh Fruit
Morning Snack
Cheese Cubes
Graham Crackers

Wednesday
Breakfast
Cheerios
Boiled Eggs
Cinnamon Toast
Orange Juice
Morning Snack
Cottage Cheese
Fresh Fruit

Thursday
Breakfast
Maypo
Sausages
Raisin Toast
Fresh Fruit
Morning Snack
Bananas
Wheat Thins

Friday
Breakfast
Oatmeal
Scrambled Eggs
Toast
Orange Juice
Morning Snack
Graham Crackers
Raisins

Lunch & Afternoon Snack

Monday
Lunch
Salmon Loaf
Buttered Noodles
Carrots
Pear Slices
Afternoon Snack
Bananas & Peanut Butter
Sandwiches on Wheat Bread

Tuesday
Lunch
Macaroni & Cheese
Collard Greens
Watermelon
Milk
Afternoon Snack
Date Muffins
Apple Juice

Wednesday
Lunch
Baked Chicken Breast
Rice
Broccoli
Fruit Salad
Milk
Afternoon Snack
Cheese Sticks
Tomato Juice

Thursday
Lunch
Baked Fresh Ham
Yams
Spinach
Cantaloupe
Afternoon Snack
Graham Crackers
Grape Juice

Friday
Lunch
Browned Beef
Scalloped Potatoes
Black-eyed Peas
Fresh Fruit
Milk
Afternoon Snack
Peanut Butter & Honey
Sandwich

PART TWO: THE NURSERY INVENTORY

Introduction

The suggested list of equipment and supplies which makes up the Nursery Inventory is appropriate for a center which serves 25-30 babies in one large nursery area. If children are cared for in separate rooms, it will be necessary to have duplicates of many of the suggested materials and toys. Toys which would be adequate in number if all children had access to them might be insufficient if they were stored in separate rooms for specific children's use.

It is helpful to describe our nursery in order to give a picture of the environment in which the equipment and supplies are used. Our nursery contains a large nursery room which is divided into eating, sleeping and play areas by bookcases and room dividers. This serves as a hub for four smaller adjoining rooms. Two of these are furnished with couches, bean bags, rugs and equipment for learning activities. They provide a comfortable setting for quiet supervised play, meetings for parents or staff or for a teacher to have a period of privacy with her babies. The arrangement and use of this space provides us with a great deal of flexibility. Another room is used exclusively for sleeping and the fourth room is a fully equipped kitchen.

We have a large outdoor play area which is immediately accessible from the large nursery. Double glass doors are easily maneuvered by toddlers who can go in and out by themselves.

Furniture

Important considerations in choosing furniture beyond the factors of durability and cost are the attractiveness and "comfort value". The environment where teachers spend over seven hours a day doing a physically demanding job contributes to the quality of morale. Couches, rugs, rocking chairs and bean bags make a center more comfortable and help create an atmosphere closer to a home environment for the baby.

Although our two shag acrylic rugs are preferred for their appearance, it is difficult to keep them clean even with daily vaccuming. Several large nylon bathroom rugs are put into a washing machine and rotated frequently for the sake of cleanliness.

The mattress listed is a second hand, sterilized one--bought at a used furniture store. It is kept covered with a plastic cover and colorful fitted sheets which are changed as needed. Children lie on it, drink their bottles on it, jump and play on it; it has many uses.

Edu-Cubes are high impact plastic cubes which can be used as chairs or tables for young children or as chairs for adults. The versatility is a big value.

We have found that the most useful children's table and chair sets were relatively inexpensive round tables with chairs that had arm rests. Young children can pull the chairs up to the table easier if there are arm pieces to grab. These sets were not as durable as some of the other choices, but their usefulness was more important to us Other children's chairs which were not as satisfactory included a hand made, carpenter's effort which cost $10.00 and was very unattractive; plastic armless chairs which cost $8.75 and which were so light that they toppled over easily at mealtimes and a very sturdy wooden chair which cost $20.00 but was armless.

The feeding tables for babies have lasted over four years with minor replacements of worn parts. They serve as play tables for babies who are not yet ready for a chair and they have a large enough table surface for activities which require more room than an ordinary high chair tray provides.

Bookcases and divider shelf units function primarily as room dividers rather than storage areas for books and toys in our center. Toys are stored in large plastic tubs on shelves and brought down for play. Teachers prefer this system because young toddlers who don't have the concept of order tend to scatter all toys available to them, all over the nursery.

In order to divide the large nursery into homelike room areas, a local artist/carpenter was hired to design and build low, movable room dividers and a play platform which is level with the back of one of the couches. Toddlers enjoy the experience of being on an elevated space and gather on the platform to imitate each other in simple games such as foot stomping. The bottom portion of the platform is enclosed with cloth. The children use this space as a hiding place in games that they invent.

Nursery Inventory

I. Furniture

Item		Number	Unit Cost	Total Cost
Couches (Second Hand)		1	$ 60	$ 60
		1	160	160
		1	230	230
Bean Bags		5	25	125
Rocking Chairs		6	30	180
Rugs	(Acrylic Shag)	2	40	80
	(5'x 6' Nylon)	4	10	40
Mattress (Second Hand)		1	15	15
Edu-Cubes		12	--	198
Children's Table & Chair Sets		3	23	69
Children's Plastic Chairs		4	9	36
Children's Rocking Chairs		4	7	28
Feeding Tables		8	23	184
Book Cases		2	45	90
Room Dividers		2	88	176
Activity Tables	(20" x 30")	1	35	35
	(24" x 48")	1	50	50
Port-a-cribs		20	21	420
Cots (Plastic)		5	14	70
Bassinettes		5	9	45

	Number	Unit Cost	Total Cost
Changing Tables	5	$ 20	$ 100
Infant Seats	6	7	42
Walkers	4	8	32
Potty Chairs	3	10	30
Metal Storage Cabinet	1	60	60
Play Platform	1	200	200
Room Divider	1	200	200
Plastic Tubs for Toy Storage	4	3	12

II. Equipment Used in Learning Activities

Item	Number	Unit Cost	Total Cost
Full-length Unbreakable Mirror	1	$ 23	$ 23
Teeter-tot Rocker	1	13	13
Water/Sand/Oatmeal Play Table	1	85	85
Rocking Boat	1	74	74
Easels	2	10	20
Indoor Gym House with Slide	1	30	30
Record Player	1	40	40
Wooden Board used as Ramp	1	6	6
Wading Pool	1	3	3
Hose for Outdoor Water Play	1	5	5
Strollers	3	15	45
Snugli Back Carriers	2	30	60
Beach Ball (36")	1	21	21

Originally, twin strollers were bought because it was reasoned that two children could be transported at one time on walks. These strollers, however, took up so much storage room and were so heavy that they were rarely used. It is a simple matter to unfold the lightweight umbrella type collapsible strollers that we use now. Another advantage of this type of stroller is that it takes up very little storage room.

III. Outdoor Equipment

Item	Number	Unit Cost	Total Cost
Climbing Equipment:			
Aluminum Towers	2	$ 55	$ 110
Aluminum Gangway	1	78	78
Swings	3	9	27
Jolly Jump Ups	3	6	18
Sandbox, large platforms, slide, barrels and balance beams	1	800	800

The aluminum climbing equipment must be used with supervision because very young children have limited judgement of their capabilities. The play value of a multi-unit structure, such as this one, lies in the confidence as well as the muscles that it builds. The equipment is versatile because it is light and can be easily moved indoors when the weather doesn't permit outdoor play. When the gangway is placed flat on the floor, babies who are just starting to walk use it for support and experience in space perception by stepping over the ladder rungs.

The swings that we prefer using are the wooden slat type with a bar that slides up and down in the front to secure the child. We have placed them low enough to the ground so that toddlers are able to climb in by themselves and are not completely dependent on an adult. Jolly Jump Ups are used for short periods of time to add variety to the experience of movement.

A two level play platform with a side slide, barrell slides and a ramp was originally built partially with plywood which chipped and splintered after two years; the plywood was replaced with more durable redwood which has not splintered. The sandbox is built in four sections with separate covers for each section. This allows for separation of the sand throwers from the rest of the population.

Another structure of two balance beams and a ramp is built four to six inches from the ground so that the children can use it with minimum supervision. Nevertheless, there seems to be more activity involving this structure when an adult actively interacts with the children involving its use.

IV. Books and Records

A. Cloth and Cardboard Books

Title & Author	Publisher	Cost
First Pictures - Dick Bruna	Otto Maier	$2.50
Pets at Home - A. Deans	Verloq Rosenberg	2.50
All by Herself - Kay Clark	Plakie Toys	2.00
All by Himself - Kay Clark	Plakie Toys	2.00
Things That Go	Platt & Munk	2.00
Baby's First Book	Platt & Munk	2.00
What Baby Sees	Platt & Munk	2.00
My Play Book	Platt & Munk	2.00
My Zoo Book	Platt & Munk	2.00
If I Had a Farm	Grosset & Dunlop	2.95
Big & Little - Oscar Weigle	Yokeisha Publications	1.95
What Does a Puppy Dog Say- Edward Cunningham	Golden Press	1.95
Golden Shoe Book	Golden Press	1.25
The Touch Me Book - Pat & Eve Witte	Golden Press	2.50
Words to Say	Platt & Munk	1.00
Baby's First Counting Book	Platt & Munk	1.00
The Everyday Book of Color	Mulberry Books	2.95
Let's Take a Try - Kent Salisbury	Golden Press	3.95
Egg in the Hole Book - Richard Scarry	Golden Press	2.95
What Animals Do - Richard Scarry	Golden Press	2.95

B. Books with Paper Pages

Title & Author	Publisher	Cost
Pat the Bunny - Dorothy Kunhardt	Golden Press	$3.95
Goodnight Moon - Margaret Wise Brown	Harper & Row	3.95
Cecily and the Nine Monkeys H. Rey	Literary Classics	--
The Real Book of First Pictures - Daphne Hagestrum	--	3.95
Sounds Around the Clock - Bill Martin, Jr.	Holt, Rinehart & Winston	--
The Foot Book - Dr. Seuss	Random House	--
Corduroy - Don Freidman	Scholastic Book Series	--
The Boy with a Drum - David L. Harrison	Golden Press	.39
Things in My House - Joy Kaufman	Golden Press	.39
Best Word Book Ever - Richard Scarry	Golden Press	3.95
Who Lives Here - Pat & Eve Witte	Golden Press	2.95
Crash! Bang! Boom! - Peter Spier	Doubleday & Co.	--
The Little Book - Sherl Howard	Golden Press	.49
Play on Words - A. & M. Provensen	Random House	2.95

C. Records

Title	Company
And One & Two	Folkways Records
Music (for Children) to Dance To	Golden Records
This Is Rhythm	Folkways Records
101 Golden Nursery Songs	Golden Records
Rest Land Time for Children	Le Crone Rhythm Records
What Can the Difference Be	Golden Records
Sesame Street Songs	--

The books and records used in an infant and toddler center will vary with the center's budget, the age of the children and the preference of the teachers. Very young children enjoy simple pictures of objects that are familiar to them. Photographs are ideal. As a child's attention span lengthens, simple stories with one or two sentences about each picture will be the ones that are asked for most often. A story in which the child can participate with some action such as "Pat the Bunny" has additional interest value. We keep the books with paper pages which are used only with an adult separated from the cardboard and cloth ones which the children are allowed to carry around and look at by themselves.

Records with strong rhythm and/or a familiar lyric and melody such as "Ring Around a Rosy" appeal to very young children. The records which the teachers and parents enjoy themselves will be played most often and the whole group of nursery people will be affected by the enjoyment generated. Records by Curtis Mayfield, Salsa or James Taylor might be appropriate in your center as they have been in ours. The parents and staff bring in and play the records that they like.

V. Toys

A. Toys for Young Babies 0-7 Months

Item		Number	Unit Cost	Total Cost
Mobiles		10	$ 2.00	$20.00
Cradle Gyms	(basic)	4	3.50	14.00
	(musical)	5	6.00	30.00
	(wooden)	6	6.00	36.00
Rattles		2	1.00	2.00
		3	1.50	5.00
Manipulative Toys with Moving Parts		10	4.00	40.00
Squeak Toys		5	2.00	10.00
Small Unbreakable Mirrors		3	5.00	15.00
Stuffed Animals		5	5.00	25.00
Teething Rings		3	3.50	10.00
Hard Rubber Teething Toys		3	2.00	6.00
Refrigerated Teethers		3	2.50	8.00
Clutch & Textured Balls		3	4.00	12.00
Plastic Keys & Discs on Chain		3	2.00	6.00
Rubber Suctioned Toys to Place on Walker or Table		3	3.00	9.00

B. Toys Especially Useful for Crawlers

Item	Number	Unit Cost	Total Cost
Textured Balls	2	$ 5.00	$10.00
Telephones	4	5.65	22.60
Wind Up Music Boxes	4	4.00	16.00
Busy Boxes	4	6.00	24.00
Textured Drums	2	5.00	10.00

B. cont.

Item	Number	Unit Cost	Total Cost
Manipulative Toys			
Metal and Wooden Cars	5	$ 2.00	$10.00
Animals with Moving Parts	2	3.00	6.00
Large Rattles with Mirrors & Dials to Move	2	4.00	8.00
Tambourines	2	3.00	6.00
Pull Toys	4	4.00	16.00

C. Toys Especially Useful for Toddlers

Item	Number	Unit Cost	Total Cost
Assorted Hats	10	$ 1.75	$18.00
Pails & Shovels	4	2.50	10.00
Housekeeping Tools	2 sets	3.50	7.00
Wonder Horses (Second Hand)	2	2.00	4.00
	1	12.00	12.00
Jack in the Box	2	3.00	6.00
Dolls	2	9.00	18.00
	5	5.00	25.00
Barn	1	7.00	7.00
Farm Animals (8")	2 sets	6.00	12.00
Push Toys	4	3.00	12.00
Coaster Wagons	6	11.00	66.00
Hi-Impact Plastic Tricycles	2	13.50	27.00
Puppets	2	4.00	8.00
	set of 5	--	14.00
Surprise Boxes	3	9.50	29.00
Stethescopes	2	4.50	9.00
Winding Music Box	1	5.00	5.00
Wooden Cradles	2	14.00	28.00

C. cont.

Item	Number	Unit Cost	Total Cost
Wooden Vehicles (Heliocopter, Train, Truck and Fire Engine)	4	$ --	$16.00

D. Toys Used with Supervision

Item		Number	Unit Cost	Total Cost
Form Boxes	(Wood)	2	$ 5.50	$11.00
	(Plastic)	1	4.00	4.00
	(Postal Station)	1	6.00	6.00
Square Nesting Boxes		2	16.00	32.00
Lotto Games		3	2.00	6.00
Poker Chips & Rack		1	5.00	5.00
Form Chips & Rack		1	6.00	6.00
Blocks & Cubes - Assorted Shapes, Sizes and Materials (Foam, Cardboard and Wood)		2 sets	--	35.00
Art Supplies: Tempera Paint, Flour, Paint Brushes		--	--	30.00
Puzzles		10	3.00	30.00
Wooden Form Boards		2	3.00	6.00
Musical Instruments		23	--	42.00
		1	7.00	7.00
Pegs & Pegboard		2	4.00	8.00
Beads for Stringing		3	3.00	9.00
Silverware Sets		2	4.00	8.00
Tea Set		1	5.00	5.00
Tool Benches		2	5.00	10.00
Flannel Board & Materials		1	10.00	10.00
Pounding Benches		2	4.00	8.00

E. Toys Which We Have Found to Have Limited Value

Item	Cost	Reason
Crawligator	$ 7	Unless there is some reason to assist a child with crawling such as a handicapping condition, it is more satisfying for him to move by using his own muscles.
Kindergarten Blocks (A Set of 50)	52	Hold little interest for our toddlers. They can also be dangerous if thrown.
Stuffed Animals	5	Our toddlers do not use them very much.
Stacking Ring with Graduated Center Pole	4	Very frustrating to baby who is learning to differentiate shapes. We prefer success-oriented toys.
Magnifying Glass Tripod	13	Of value for children over two years old but of little value for younger children.
Tricycles	20	Same as above.
Tool Benches	5	Same as above.

VI. Home-made, No-Cost or Very Inexpensive Items Used for Play

Item	Use
Egg Cartons	For fine motor exercises
Dowel Sticks	For gross motor exercises
Oatmeal, Corn Meal & Pudding	For sensory play
Pots, Spoons & Other Kitchen Utensils	For manipulation and exploration
Milk Cartons	Pairs telescoped to form sturdy blocks; used individually to make puppets
Foam-filled Plastic Pillows	To support babies who aren't yet sitting alone
Cloth of Different Textures, Sponge, Shaving Cream & Sandpaper	For experience with different textures
Balloons, Bubble Water, Small Rubber Balls, Plastic Baby Bottles	Five & ten cent store items used for manipulation, exploration, gross motor & curiosity
Candles	Blowing games
Metal Cans (in all sizes)	Round nesting toys
Painters' Metal Cans with Handles	Water play, dump and fill games
Old Purses (with handles)	Imaginative play

Some of the best learning materials for young children are found around the house, cost little or no money or can be made with a little time and effort. Although most day care centers will buy many of the toys they use, it is also a good idea to interest teachers and parents in thinking about the other sources of play materials.

VII. The Linen Closet

Item	Number	Unit Cost	Total Cost
Crib Sheets	96	$3.50	$356.00
Cot Sheets	18	3.00	54.00
Baby Towels	14	3.00	42.00
Receiving Blankets	--	--	28.00
Thermal Blankets	24	4.00	96.00
Smocks	80	4.00	320.00
Large Sheets for Play Mattress	5	6.00	30.00
Crib Bumpers	10	5.00	50.00
Plastic Bibs	24	1.50	38.00
Cloth Bibs	24	1.25	30.00

Unless you are laundering sheets yourself, avoid knitted sheets because a commercial laundry shrinks them to doll bed size. Even Port-a-crib fitted sheets, which are made for the cribs we use, are difficult to put on after being laundered a few times. We found that larger (regular crib-size, for us) fitted crib sheets shrank enough to be just the right size after several launderings.

A similar situation exists in regard to receiving blankets which we use to cover sleeping babies. Buy the larger size (24" x 40") if you use a commercial laundry.

We use large plastic bibs for toddlers at mealtimes and for wet or messy play activities. Small cloth bibs with and without plastic backing are used for younger babies.

Our teachers wear colorful smocks which are changed every day.

VIII. Supplies

A. Medical Emergency Supplies

Item	Use
Sterile Gauze Pads	To control bleeding
2" Roll Gauze Bandage	To hold gauze pads
Padded Tongue Depressor	To protect a child who has a history of seizures
Syrup of Ipecac	To induce vomiting in case of poisoning
2" Elastic Bandage	To support sprains or fractures
Splints	To support sprains or fractures

B. Medical Non-Emergency Supplies

Item	Use
Thermometer	To take temperature
Vaseline	To place on thermometer
Band-aids	To protect minor cuts and scrapes
Tweezers & Needles	To remove splinters
Baby Aspirin	To reduce fever or pain
Triaminic Nasal & Chest Decongestion	To reduce nasal and chest congestion
Baby Nasal Aspirator	To clear an infant's stuffy or runny nose
Bacitracin Ointment	To reduce inflammations or slight infections
Flexidose Measuring Spoon	To give medications
Alcohol	To clean thermometers
Stainless Steel Thermometer Boat (2)	To sterilize and store thermometers

C. Other Supplies

Item	Item
Q-Tips	Hexol Cleaner
Cotton Balls	Dishwashing Liquid
Facial Tissues	Paper Towels
Caldesene Powder	Paper Rolls
Corn Starch	1,800 Cloth Diapers
Vaseline	Disaposable Diapers
A & D Ointment	
Desitin Ointment	

The use of dishwashing liquid for hand, bottle and bib washing at the sink area has eliminated messy soap dishes. The paper used in our towel dispenser is of a fine quality which is soft enough to use on a baby's skin, when it is dampened. For this

reason, it has many uses and has eliminated the need for baby wash cloths.

In order to ensure a clean diapering area for each baby, paper rolls similar to the ones used in doctors' offices can be attached to the sides of the changing tables; it is a simple process to tear off the used portion of the paper after each change.

Cloth diapers rather than disposable diapers are used while the children are in the Center. This choice is made on the basis of economy and health. Because of the shape and size of the diapers provided by the diaper service, it is necessary to use two diapers at a time for adequate absorption and protection. A disposable diaper is provided for each child to wear home each day. This system is necessary to assure that the diaper service diapers remain in the Center.

IX. The Kitchen

Kitchen equipment and supplies are not listed individually since the items used are those ordinarily found in most kitchens whether or not they are located in a day care center.

Items that need to be mentioned because of their special use are a food blender and four bottle warmers. With a blender, it is a simple matter to make strained baby foods from fresh and cooked fruits, vegetables and meats. The food blender is also used to mix dry, non-fat milk from powdered to liquid form for babies who are drinking this kind of milk.

Although it is not necessary to warm a baby's milk, we use the bottle warmers to accomodate the requests of some of our parents.

PART THREE: DESIGNING AN INFANT CURRICULUM

The individual who designs the curriculum in an infant nursery will undoubtedly be thoroughly familiar with the theories and principles of child development. She must make a choice as to whether or not her program will be individualized so that each child has a special educational plan designed for his unique needs or whether the group of children will be offered a more generalized program with emphasis on activities, taking into account the different levels of ability of the children. For example, if music is the activity scheduled, some babies will be listening, perhaps positioned on soft rugs, or held in teachers' arms, while others will be participating actively with musical instruments and being encouraged to sing along. Another example might be in the area of sensory stimulation. While younger babies are being given massages or having different textures rubbed into their hands, toddlers could be involved in playing with oatmeal or finger painting with pudding. An advantage of an activity centered program is that the program director, parents or others visiting the nursery can observe what is being done with each child very easily. This kind of program is usually designed for children who are in a center for part of a day; very often the children will be of similar ages.

A totally individualized program is more difficult to administer but has many overiding advantages.

1. It is focused clearly on the individual child's levels of development.
2. It takes into account individual sleeping and eating patterns, so that a child is reached when he is highly receptive to learning, rather than at an adult imposed time.
3. It emphasizes one-to-one interaction.
4. For a program in which children are in a center as long as nine or ten hours, both babies and teachers need flexibility so that levels of interest can be maintained.
5. For a program in which there are mixed age groupings, it is often difficult to schedule activities to suit all the childrens' schedules, so that individual programming is more feasible.

The first step in planning a baby's stimulation program is to assess his present levels of functioning in the areas of sensory response, fine and gross motor, language, imitation, exploratory behavior, object constancy and perceptocognitive development. Emphasis will depend somewhat on the baby's age. Sensory responses are very important in a young baby, whereas reasoning and problem solving are more important after the first year of life.

Depending on the skills and sensitivity of the individual planning the program, the assessment can be made using tools such as the Bayley Scales of Infant Development, The Denver Develop-

mental Screening Test, The Uzguris Hunt Ordinal Scales of Development or the programmer's knowledge of the sequences of infant development. Integral parts of any assessment are feedback from parents and teachers and the program planner's own observations.

After you have assessed the developmental levels of a child for each area determine what the next step in each area will be. For example, if the child is saying several syllables you will probably think of encouraging double syllables, certainly not whole sentences. If a child is just beginning to pick up toys, you would suggest offering him large pieces of finger food, such as bananas slices as a fine motor exercise, instead of expecting him to be very motivated to try picking up very small things such as raisins or Cheerios.

It will be helpful if you make up a list of activities which follow the various sequences of development. You can then refer conveniently to this list as you review your assessment. There are several excellent publications which can be of help,* but your own knowledge of the individual child will always be your best resource. One important guideline in determining whether a suggested activity is appropriate is, "Is this learning activity interesting to the baby; is it challenging without frustrating him?"

In addition to developmental observations, a baby's emotional and behavioral characteristic must also be considered when writing his program. Sometimes a child's emotional state will dictate the primary components of his program. For example, a child who is fearful of many objects, people and situations will have suggested activities that are different than a child of similar capabilities, who is not fearful. A child who is experiencing a lot of tension in his home and who as a result has become distractible and aggressive with other children may need more quiet one-to-one interaction with his teacher and a reduction in group activities for a while.

If the person who designs the curriculum is not the person who actually uses it with the baby, a great deal of thought and effort will be needed in communicating the program ideas to the parents and caregivers. Some methods that we have found to be useful include:

* Gordon, Ira J., Baby Learning Through Baby Play: A Parent's Guide for the First Two Years. New York: St. Martin's Press, 1971.

Gordon, Ira J., Child Learning Through Child Play. New York: St. Martin's Press, 1972.

Painter, Genevieve, Teach Your Baby. New York: Simon & Schuster, 1971.

Prudden, Bonnie, How to Keep Your Child Fit from Birth to Six. New York, Evanston & London: Harper & Row, Inc., 1964.

1. written feedback in the form of answers to questions (see Stimulation Program, pages four and five)
2. demonstration by the program planner followed by a demonstration by the caregiver
3. frequent changes in suggested activities so that interest is sustained
4. your own interest and enthusiasm as a motivating force
5. dealing with the immediate concerns of the caregivers first
6. using the caregiver's input by incorporating it into the child's program
7. emphasing the positive interaction of the caregiver with the child rather than criticizing.